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ABSTRACT

This report presents brief descriptions of programs and activities initiated by member institutions of the Council of Ontario Universities to enhance access and retention of students and staff who have traditionally been underrepresented in the universities. Program and activity descriptions are grouped into 10 categories, which include: (1) policy initiatives regarding access, admission, awards, educational equity, harassment, and human rights; (2) special reports; (3) outreach; (4) recruitment, admission, and retention; (5) academic programs, such as initiatives in business, Canadian studies, education, engineering, health and life sciences, history, language, law, Native studies, social work, and women's studies; (6) awards and scholarship; (7) accommodations, such as building improvements and allocation of space and time; (8) special services, such as services to enhance the living environment, academic support services, and community education on equity group issues; (9) safety; and (10) education and communication strategies. (MDM)

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EDUCATIONAL EQUITY INITIATIVES IN THE ONTARIO UNIVERSITIES 1994

Committee on Employment and Educational Equity

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EDUCATIONAL EQUITY INITIATIVES IN THE ONTARIO UNIVERSITIES 1994

Committee on Employment and Educational Equity

Council of Ontario Universities
Conseil des universités de l'Ontario
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EDUCATIONAL EQUITY INITIATIVES IN THE ONTARIO UNIVERSITIES 1994

INTRODUCTION

In April 1993, the Council of Ontario Universities Committee on Employment and Educational Equity published a report on educational equity initiatives in the Ontario universities. Although it was not a complete inventory of the many projects, services and programmes for enhancing access and retention of those who have traditionally been underrepresented in the universities, the report presented brief descriptions from all of the Ontario universities, categorized by the equity group to whom the initiative was mainly directed.

Educational Equity Initiatives in the Ontario Universities was distributed initially to all participants in the May 1993 conference on educational equity in Ontario universities, co-sponsored by the Equity Committee and the Ontario Council on Graduate Studies. The 1994 edition of this report includes items contributed by participants in the educational equity conference, augmented by submissions received in response to a request to vice-presidents, academic at a number of institutions. Contributors were asked to provide new items or up-dates on continuing projects - material from the 1993 report is not repeated. The examples have been categorized by type of initiative, rather than target group.

Once again, the COU Equity Committee reminds readers of this report that the collection is illustrative, rather than comprehensive. Contributions in the form of brief descriptions, press releases, campus media items, brochures or reports are welcomed for the next edition, to be published in September 1995.

I. POLICY

i. ACCESS

It is the policy of the Carleton University Library to provide access for persons with disabilities to the library building, material and resources.

Into its fifth year, Laurentian's Special Needs Office exists to encourage equal access, create awareness and advocate when necessary for disabled students. The full-time Special Needs Coordinator chairs the University Special Needs Committee consisting of faculty, staff, and students with special needs, and the Education and Employment Equity Coordinator. The committee addresses issues of concern, drafts policy and sponsors special educational events for the University Community. The Special Needs Policy was approved by Senate on June 17, 1993.

In 1994, O.I.S.E.'s Board of Governors adopted a policy on accommodation of student with disabilities.

Queen's University has a policy addressing the integration and reasonable accommodation of persons with disabilities, and is developing a policy specific to academic accommodations. The university is revising policies and standards for campus signage to improve visual and tactile qualities of campus signs as well.

Eligibility for student family housing, administered through the University of Toronto's Housing Service, provides that the waiting period for single parents and for students with a significant disability will be reduced by 50 per cent. The policy also recognizes that students with special needs, and those with children under the age of six, may not be able to carry a full courseload.

ii. ADMISSION

The University of Guelph's Subcommittee on Admissions of the Board of Undergraduate Studies was established in 1992 to deal with a variety of admissions issues and propose policies and procedures as needed. Accessibility issues, for example the inappropriate exclusion of non-Canadian educational credentials, use of student profiles, and the desirability of establishing quotas for visible minority students, are being considered by this committee.

At the University of Ottawa a working group for the revision of admissions and access policies of the faculties has been established. The mandate of the working group includes: analysis of the policy and procedures of faculties to determine if they might have a discriminatory effect on the designated groups; analysis of special access policies regarding their efficacy and success; and the development and recommendation of a model for an access policy which will be discussed with the university community and would serve as a starting point for the equity policy in education.

Queen's Faculty of Law and Faculty of Education both have affirmative recruitment policies in place to enhance the diversity of students and professionals in those fields.

In 1991, the Governing Council of the University of Toronto approved the Policies and Principles for Admission to the University of Toronto, which contain a provision for the establishment of "special criteria and procedures for admission with the intention of specifically improving the participation of particular groups of students." A division wishing to rely on this provision must have the approval of the Academic Board of the Governing Council. Many professional faculties are making special efforts to enrol aboriginal students. Those faculties with designated spaces include Dentistry, Medicine, Nursing, Occupational Therapy, Pharmacy, Physical and Health Education, and Physical Therapy.

Each May, the University of Western Ontario sends every female applicant a letter from the dean outlining to he the advantages of enrolling in the Western Engineering program. A week to 10 days later, the chairs and associate deans place a personal phone call to each female student offering answers to any questions they may have regarding curriculum, residence information, etc. Students who have shown Western as their 2nd or 3rd choice can be encouraged to make Western their first choice.

iii. AWARDS

In 1986, the Governing Council of the University of Toronto approved a Policy on Student Awards which, while prohibiting awards criteria from including any of the grounds prescribed in the Ontario Human Rights Code, does allow the establishment of awards for students in groups that are demonstrably underrepresented in the University.

iv. EDUCATIONAL EQUITY

On October 29, 1993 Carleton University Senate approved an Educational Equity Policy Statement. The policy statement reads, in part: "In support of its commitment to excellence in teaching, scholarship and

research, Carleton University seeks to identify University policies, programs and services that need to be changed, enhanced or created...in order to: a) increase the access, retention and graduation of groups of students who have traditionally been underrepresented, under-served and/or disadvantaged in University programs, and b) provide a supportive and welcoming learning environment for all students." The designated groups for educational equity at Carleton University include, but are not limited to: women; aboriginal peoples; persons with disabilities; racial, ethnic or visible minorities; the economically disadvantaged; mature and part-time students; gay men, lesbians and bisexuals; and international students. In August 1991 the Equity Policy Committee at Carleton had its mandate expanded to include responsibility for educational equity as well as employment and pay equity. The Equity Policy Committee advises the President on all matters requiring management action relating to educational equity. The Senate Academic Planning Committee has struck an Educational Equity Subcommittee. The purpose of the Subcommittee is to identify policies, programs and services that are relevant to the achievement of the University's educational equity goals and to recommend changes or additions to existing University policies, programs and services that will advance that achievement.

Laurentian University has had a full-time Education and Employment Equity Coordinator since July of 1990. Preliminary work has been completed on an Education Equity Policy.

The O.I.S.E. mission statement includes a commitment to educational equity. It "demands a commitment to equal opportunity for women, for minority groups and for those who are disabled or in any way disadvantaged in their efforts to work and learn".

The mandate of the University of Ottawa's Educational Equity Committee, which is accepted by the Senate, is to advise the Rector and inform the University in the following matters: the development of an educational equity policy; the consultation of groups affected by such policy (professors, faculties, students); the University admission policies and their effect on the accessability of designated groups to university studies; and the implementation of new policies and special programs to enhance accessibility. Activities during the first year centred on the need to inform the Committee members and to determine exactly what designated groups are facing when it comes to access to education.

Ottawa's Senate adopted the Faculty of Education's Education Equity and Access Policy in September 1993. This policy develops an admissions process for members of designated groups and reserves a certain number of places in the Faculty's Teacher Education Program (English and French programs) to members of these groups: aboriginals, members of visible minorities, students with disabilities, men in primary grade teaching, and women in teaching of science. The policy is in place in time for the September 1994 admissions cycle.

At the University of Waterloo, a Subcommittee on Educational Equity (of the Advisory Council on Academic Human Resources) has been struck. It is currently looking at initiatives undertaken at other institutions with the objective of making recommendations for additional initiatives that can be undertaken.

The Faculty of Social Work at Wilfrid Laurier University has established an initiative to develop and recommend an Educational Equity Policy for the students in the Department of Social Work.

v. HARASSMENT

Carleton University's commitment to improving the status of women at the University is demonstrated by the on-going support of the Status of Women Office. The Coordinator for the Status of Women

reports directly to the President and advises on matters of policy and problems concerning women's issues for students, faculty, staff, and management. The Coordinator serves as one of the two sexual harassment advisers, chairs the Presidential Advisory Committee for the Status of Women, and co-chairs the Presidential Advisory Committee on Personal Safety.

Laurentian University's Presidential Advisory Committee on the Status of Women has been actively advocating for women on campus since 1975 and there has been a full-time Harassment Officer since in 1990. A revised Harassment Policy and Procedures was unanimously approved by the Board of Governors on June 11, 1993. The policy has been revised to include racial harassment.

In 1980, Nipissing University established a policy on racial discrimination and in 1993 that policy was incorporated into the Personal Harassment and Discrimination Policy.

A committee to draft an anti-discrimination policy was struck at O.I.S.E. and has begun to meet. In addition, the Harassment Policy Committee submitted a revised harassment prevention policy to the Board of Governors for consideration.

The University of Toronto's Equity Advisory Group has the following mandate: to ensure coherence in the University's policies and strategies for the purpose of furthering the University's equity objectives; to take a lead in education and prevention of harassment and discrimination; and, to act on complaints that cannot be dealt with at the divisional level. The Group, which meets regularly, includes those responsible for the following offices: Aboriginal Student Services and Programs; Employment Equity; Family Care Advisor; Personal Safety Awareness; Race Relations and Anti-Racism Initiatives; Sexual Harassment, Education, Counselling and Complaint; Special Services to Persons with a Disability; and Status of Women.

vi. HUMAN RIGHTS

The Presidential Human Rights Advisory Committee at Carleton University identifies human rights concerns on campus and makes recommendations to the President about improvements to human rights-related policies and procedures at the University. Over the past year, one of its primary projects has been guiding the Race Relations Needs Assessment.

Over the course of the past year and a half Carleton's Race Relations Working Group has been meeting to assess, through a consultation process and an in-depth review of race relations/race equity programs and policies in other Canadian universities, the needs of the Carleton community in the areas of race equity policy and program development.

A new position of Human Rights Advisor was established at the University of Guelph in January 1993. The Advisor is responsible for: providing advice, procedural information and assistance to one or both parties in a complaint of harassment and discrimination; maintenance of statistical and confidential records of cases; education and training of staff, students and faculty particulary in the area of anti-racism.

The University of Toronto's policy on religious accommodation was adopted for O.I.S.E. use. Faculty and staff were provided with this policy, a multicultural calendar, and a list of religious days that students and other staff may be observing. Also included was a reminder of the special needs of some students during fasting days and of the student's right to be sensitively accommodated for those needs/days. A prayer/meditation room was opened for all students, staff and faculty.

Recommendations resulting from the work of the Presidential Advisory Committee on Rights at Trent University are expected to lead to the development of a policy on rights.

The President of The University of Western Ontario mandated a formal review of the University's Race relations Policy, adopted in 1991. Recommendations were tabled with Senate regarding the definitions associated with racial harassment and discrimination, the mandate of the Race Relations Officer, the insertion of a formal mediation service, and the removal of a centralized adjudicative process for unresolved complaints in favour of placing such matters back into the adjudicative processes which exist in agreements between the University and its various faculty, staff and student groups. Final approval by both the Senate and Board has been delayed until fall 1994.

II. SPECIAL REPORTS

On September 23, 1993, Carleton University Senate endorsed the Report of the President's Commission on the Second Half-Century which proposes as guides for future development the principles of educational equity, academic excellence, internal openness, and external partnerships.

In 1992/93 Carleton's School of Social Work received a research grant from the federal Department of Multiculturalism and Citizenship to research and develop models to prevent and address harassment based on race, ethnicity, and aboriginal origins. The Report of this research was published in the Fall of 1993 and has informed the work of the University's Race Relations Working Group (see above). On May 14, 1993 the School of Social Work adopted a policy on harassment based on race, ethnicity and/or aboriginal origin.

Carleton's Standing Committee on Disabilities submitted its Report to Senate in December 1993. The Report identified the need for a policy on academic accommodation for students with disabilities. It was recommended that such a policy be developed in conjunction with the development of a University Policy on Human Rights.

At the University of Guelph, the Graduate Student Educational Equity Survey Report and Recommendations was published in January 1994. The survey was sent to 1,532 graduate students registered at Guelph in March 1992 to assess several areas relevant to the graduate student experience including: studies, learning environment, advisor, peer and departmental support, campus climate, family and dependents, finances and demographic characteristics. Analysis of the data from 982 responses (64%) highlighted several variables which were pertinent to the issue of educational equity. The report presents the findings under the following general headings: population characteristics, quality of experience, highlights, notable differences in experience by group status, summary and recommendations. A summary of the report is available from the University's Employment and Educational Equity Office.

The University of Guelph's Anti-Racism and Race Relations Task Force was established by the President in December 1992 to develop a policy and procedure for complaint resolution. A Discussion Paper was published in July 1993 and 6,000 copies reprinted in October. Over forty meetings were held and seventy written submissions received as part of an extensive community consultation process in October and November 1993. A revised report was submitted to the President and was released to the community in summer 1994.

The University of Ottawa's Senate has created a task force to study the question of academic freedom and the prevention of harassment and discrimination. This Task Force will be composed of four professors and two students, with the Equity Coordinator, the Sexual Harassment Prevention Officer and the Legal Counsel acting as resource persons. A final report is due in September 1994.

The Advisory Council on Academic Human Resources at the University of Waterloo has produced a report *The Status of Women at the University of Waterloo: 1993* following criteria suggested by the Canadian Federation of University Women's report entitled *Women in Universities: Survey of the Status of Female Faculty and Students at Canadian Universities*. The report contains many recommendations for actions to create a more supportive environment for women at Waterloo. The section on policy and procedures for dealing with harassment and discrimination is being referred to a newly formed Provost's Ad Hoc Committee on Harassment and Discrimination.

The University of Western Ontario's Ad Hoc Committee on Educational Equity submitted its report to Senate in fall 1993. Senate referred the report to the President and Vice-Presidents for consideration and action. A directive was given to the Assistant Vice-President (Student Affairs) & Registrar and the Director of Equity Services to prepare a proposal on the collection of educational equity data, expected to begin by March 1995. Initiatives in the areas of barrier elimination and academic programs are expected later.

A Committee was formed at Wilfrid Laurier University to study the "First Year Experience" of students and the report from that committee was presented at Senate. Some of the recommendations in that report deal with campus safety, special needs and student education on gender and equity issues.

At the University of Windsor, the President's Commission on Traditional Prejudices and Discrimination, which was established in 1992, completed its report in 1993. It held 43 meetings and solicited evidence from all segments of the University, students, staff, faculty and administration. It made a number of recommendations related to educational equity, further development of equity services, communication and professional conduct and these have been sent to various bodies on campus for response.

An occasional paper in Women's Studies entitled *Feminism in Academia: What Role Should It Play?* was produced by the University of Windsor and used in a number of Women's Studies courses. This monograph is available from the University of Windsor Bookstore or the Division for Instructional Development.

Also at the University of Windsor, a copy of the Annual Report of the Sexual Harassment Office, along with *A Preventative Guide*, is distributed to faculty and staff to remind them of their rights and responsibilities. The Report is also available at various offices across campus so that they are accessible to students.

York's Faculty of Graduate Studies Council has convened an implementation committee with respect to the recommendations in *Not Satisfied Yet: The Report of the Task Force on the Status of Women Graduate Students*, published in 1992.

III. OUTREACH

Instructional television (ITV) provides an opportunity for full-time and part-time Carleton students to take courses off campus. A variety of ITV courses is offered from each of the undergraduate faculties. Course lectures are broadcast weekly in the Ottawa area. Students living outside the Ottawa area can access lectures through selected presentations arranged with cable television companies in smaller communities, by special arrangement with ITV's Tapes-to-You service, or through lending services provided by participating community libraries. A recent profile of ITV students found that 71% were female, two-thirds of whom were single, and two-thirds of whom have dependents.

The Grand River Polytechnical Institute, in partnership with a consortium of five universities (Brock, Guelph, McMaster, Waterloo and Wilfrid Laurier), have cooperated to establish community-based and community-controlled aboriginal post-secondary education programs and services. The purpose of the program is to encourage members of aboriginal communities to consider seriously the option of a university education, to begin and persist with that education, and to graduate with university degrees.

The first cohort of students has completed their program of first-year university studies at Grand River Polytechnical Institute, and are looking to enter university in the autumn of 1994. This program not only draws from Native peoples; it also has an enrolment that is 80-90% mature students.

Courses in Mathematics, Drama, Psychology, Indigenous Studies, Computer Science and English have been offered during the 1993/94 academic year. Twenty-five full-time and twenty-one part-time students are enroled in the Native University Access Program (NUAP). Those students who complete the NUAP will be guaranteed admission to the consortium member of their choice. Advising, counselling and the orientation of students is an important adjunct to the teaching programs. The students come from a variety of educational backgrounds and the majority are adult learners. The NUAP is an important step toward creating a pool of qualified aboriginal candidates for university employment. Instructors from the University of Waterloo will continue to teach three of the eight courses offered at the Six Nations Reserve.

Educational equity in northwestern Ontario is to a large extend an access issue and for Lakehead University, providing university education in the vast area of northwestern Ontario is a geographic challenge. The communities served are often small, remote or one industry towns which are particularly impacted by adverse economic conditions. Community-based and distance education delivery of programming allows the University to serve students whose access is hindered by geography, time, or the economic resources to leave their home communities for extended periods. Through this programming, the University reaches a large number of mature, part-time learners who have no other opportunity to attend university.

In recognition of its northern mission, Lakehead University provides access to university programming for people throughout Northwestern Ontario. Through off-campus community-based programming, an average of 85 courses in 20 communities are offered during the year. The majority of the programming is offered to part-time students, however, full-time attendance is possible in Kenora and Atikokan. Lakehead University also meets the needs of students in remote locations and those unable to attend programs on-campus through Distance Education delivery of programs.

The Laurentian University Native Education Council, now completing its third year, is focusing its attention on examining ways in which existing programs could become more community based. The Native Studies Students' Association holds seminars and conferences on issues of interest to Native

students. Laurentian has a full-time Native Counsellor and offers an orientation program for Native students.

Laurentian University offers "The First Step", in both English and French, a non-credit program to introduce non-traditional students to universities, their policies and their programs. Laurentian is a founding partner of Renaissance Sudbury, a program for seniors the Sudbury area.

Laurentian provides its students with Canada's largest bilingual distance education program, "Envision", with over 200 courses in 14 different degree areas, offered through print, audio-teleconferencing through Contact North, video and computers. Each year, over 7,000 registrations are received for this program.

In 1990, the Faculty of Engineering at McMaster University committed itself to sparking children's interest in engineering with the VENTURE Engineering and Science Camp. VENTURE has become a very successful outreach activity and a sound investment in Canada's future. Coordinated by McMaster Engineering students and the Faculty of Engineering, VENTURE is unlike any other science camp. The program is engineering oriented - based on creative thinking, hands-on problem solving, and designing - in other words, learning what engineering is all about in a stimulating and fun-filled environment, with a ratio of 50:50 girls to boys in each class.

O.I.S.E.'s Institute Council (part of O.I.S.E.'s academic governance) passed a resolution that for the purposes of outreach, all academic posts would be advertised not only in the traditional journals used for academic hiring but also in journals that focus on equity and minority issues.

The MBA Program at Queen's participates in a project providing consulting advice on economic development to First Nations Bands in Manitoba.

Over the last eight years, Queen's School of Nursing has arrangements with the University of Saskatchewan's Native Access for Health Sciences students that facilitates entry of graduates from that program to the Queen's Nursing Science program.

The School of Nursing is part of the Queen's - Moose Factory Agreement and continues to facilitate student practicums in the catchment area. As well, Queen's nursing faculty provide in-service education in health care facilities on request.

In association with its Aboriginal Council, Queen's University has established an outreach and recruitment program for aboriginal communities. An aboriginal student will be hired for the summer and part-time in the fall/winter to develop and deliver programs specifically geared to aboriginal peoples about university education. The program will initially focus on students in the early years of high school. The liaison officer will work with the University Liaison Office and the Aboriginal Council to arrange a program of visits, develop presentations and produce informational material.

At Queen's University, the Faculty of Arts and Science is sponsoring a student-organized summer camp for students entering Grades 9 - 11. The "Science Discovery Camp" is designed to stimulate an interest in science and to inspire students, female in particular, to consider a career in science. Camp counsellors, who are predominantly female, provide positive role models for the campers. Bursaries are available for needy students.

"Transitions to University" is a program designed by the University of Toronto's New College to encourage socially and economically-disadvantaged students to consider furthering their education after secondary school. The program, operated by New College and Eastdale Collegiate in Regent's Park, includes reciprocal visits and tutoring by New College students. Victoria College has recently implemented a similar initiative to create liaison and mentorship opportunities between its students and middle school students.

The Transitional Year Program of the University of Toronto and the Toronto Board of Education cooperate in a joint venture called "Steps to University". Students from economic, ethnic and social groups underrepresented in the University may attempt a university-level course while still in high school. By fostering skills necessary for success in university studies and an opportunity to succeed in a credit course, the program helps these students to come to see themselves as able to succeed at university. When the students then qualify for admission by meeting the normal OAC requirements, they are granted credit for the course(s) they have already completed. In 1993-94, the program was offered at West Toronto Collegiate Institute and at Monarch Park Collegiate Institute.

The University of Toronto has been involved in *Discovering Science*, a motivational video intended to encourage girls in Grades 7, 8 and 9 to continue to take mathematics and science. The video will be distributed to classroom teachers with a handbook to assist them in applying concepts of the video to their curriculum.

The University of Toronto's Faculties of Applied Science and Engineering and Arts and Science jointly offer Discover Science Day, aimed at Grade 10 women, and Science Outreach, a workshop and summer camp program. The summer camps are in two-week blocks for Grades 8-10 and 5-7 respectively. Half of the openings in each camp group are reserved for girls, and at least half the staff members are female. In the summer of 1992, Science Outreach counsellors staged a science and engineering camp for aboriginal students at Anderson Lake.

Through the Amik Engineering Program, the University of Toronto's Faculty of Applied Science and Engineering seeks to raise awareness of the significance of engineering programs to First Nations communities and to interest aboriginal students in enrolling. Posters and brochures have been distributed to aboriginal communities, and the Faculty has sent representatives to career fairs to meet with elementary and secondary school students.

The Aboriginal Health Professions Program at the University of Toronto operates "Health Experience", a week-long workshop which brings aboriginal secondary school students to the Universjty to participate in hands-on health-oriented learning activities, both traditional and modern.

The Faculty of Law at the University of Toronto has an active outreach program for aboriginal students which works in conjunction with its student-run legal education committee. The Native Law Advisor attends annually at the Native Law Centre at the University of Saskatchewan to meet with students enrolled in the Program of Legal Studies. The Faculty has an access program for aboriginal students which includes outreach activities, preferential admission, academic and non-academic support, curricular and extra-curricular initiatives. Currently, there are 29 aboriginal students enrolled in the LL.B. program.

Toronto's Faculty of Social Work is deeply involved in undertakings to increase the diversity of its faculty and student body. Recruitment talks are specifically targeted at undergraduate programs with ethno-racially diverse student bodies.

In addition to advertising in the general press, the University of Toronto's Pre-University Program advertises in ethnic minority newspapers such as the African-Canadian community's *Metro Word* and *Canadian Jewish News*. In addition, the Pre-University Program sends information and applications to a variety of community organizations, particularly in the aboriginal community and such agencies as A.C.C.E.S. for New Canadians.

For Career Day, each March, Western's Committee of Women in Engineering hosts young women from the elementary schools grades 9/10 for a day of fun and hands-on experiments in laboratories, skits by Discovery Western group (science camp personnel), pizza lunch with videos and interaction with practising women engineers. This event is offered on an alternating schedule to county schools one year and London schools the next.

Wilfrid Laurier University offers a distance education program including undergraduate academic and professional qualification courses for mature students and students at a distance.

In order for the University of Windsor to reach qualified job applicants, the Can-Am Indian Friendship Centre has been consulted regarding training programs and placement opportunities for native peoples. Various departments at the University, including Human Resources, Co-op Education and Student Placement, and the Special Needs Office are participants in the Diskovery Program at the March of Dimes, which provides adults with disabilities assistance, retraining and the necessary skills to successfully compete in today's job market. The University of Windsor is an active member of TREND, a Training and Education Network on Disability, which offers telephone conferencing events on a wide variety of issues pertaining to employment and disability. Some of the events we have participated in to date are"Interviewing People with Disability", "Effective Practices in Employing Persons with Disabilities", and "To Tell or Not to Tell: The Issues of Self-Disclosure".

The Young Scientists and Inventors Summer Day Camp has expanded steadily from the first camp created and organized by Dr. Sharon McMahon in the School of Nursing in 1988 when 15 girls attended for three weeks. In 1993, it had 157 registrants who attended one or more days. SEED '88 provided salary subsidization for the first three female university student staff and has continued to show incremental support yearly since then. As the camp enrolment, time-frame, and variety of topics and activities has gradually increased, so has the complexity of administration, organization, promotion, advertisement, and recognition. The 1994 Summer Camp evolved from suggestions provided from the six previous years of camper and parent feedback forms and calls. The biggest change in 1994 was the addition of a parallel boys' camp that functioned semi-autonomously from the girls' groups. Each gender had their own classroom-laboratory spaces located in the Chemistry Department on campus. The groups combined for co-ed problem-solving and STEM (Science, Technology, Engineering and Mathematics) "mind-stretcher" activities, games, snacks/meals, guest speakers and tours of STEM departments.

The University of Windsor offered its first remote classes through interactive video. This system allows two classrooms in separate cities to be linked through television monitors. Interactive video is used to teach courses at the Sarnia and Chatham campus. It allows for a variety of classes to be made accessible, in a financially economical way, to students who live at a distance from the Windsor campus. The system used compressed video technology to digitalize the television image, compress it and send it via telephone. The two classes can see each other on a 37" television monitor. Each classroom is equipped with two monitors - one displays a live picture of the site while the second one is used for graphics, instead of an

overhead projector. Courses were selected for the interactive video classes based on course demand and which faculties were interested in offering an interactive video course. All of the equipment was purchased through donations made to the University.

At York University, Steps to Arts (Access Plan targeted at schools with low rate of admissions to university, diverse student body) is now in its first year of operation with an incoming class of 34. Students have been affiliated with a particular college, and the intent is to provide academic and non-academic support. Although final grades are not yet in, it seems as if about one third of the incoming class are doing well; another third are passing but having difficulty; the final third are not doing well and are often overwhelmed by non-academic problems, primarily financial. Students have made much use of York's supports with respect to academic writing, for example, the Centre for Academic Writing and the computer assisted writing centre.

The Westview Cooperative Project between York's Faculty of Education and the local Westview family of schools (officially between York University and the North York Board of Education) has increased the number of education students placed in the Westview family for their practicum so that even more York education students are including experience in "urban education."

IV. RECRUITMENT, ADMISSION AND RETENTION

i. ADMISSION PROGRAMS

An important vehicle for educational equity and admission into university programs for nontraditional students at Carleton University is the "special student" category. This provides an opportunity for students who do not qualify for admission through traditional channels to register in university courses. Upon achieving a specific academic standard, these students are eligible to transfer to a "regular" program. Thus students who have been disadvantaged for any number of reasons during their secondary school education are given a second chance. Study skills programs designed for "re-entry students" are in place at a reasonable cost.

In January 1994, Instructional television (ITV) added a review and refresher course on intermediate algebra aimed at senior high school students, new university students, and casual viewers who have been away from mathematics for some time. Carleton University, through the Centre of Applied Language Studies and the School of Continuing Education, provides credit courses in English as a Second Language to new Canadians. The courses focus on "English for Academic Purposes" and have an academic skills development component. Students may register concurrently for other credit courses. The number of credits is determined by language proficiency level and faculty regulations. Credits are normally transferable to a degree program at Carleton.

Carleton's Residence Attendant Services Program continues to provide 24-hour service with a guaranteed same-gender choice of attendants. The Program published a Guidebook in the Fall of 1993 to provide information to Program consumers regarding the goals of the Program and to serve as an outreach recruitment tool to attract students with disabilities to the University.

Lakehead University offers a broad range Native-specific academic programs, such as access programs and the Native Teacher Education program, which provide special admission considerations for Native students. Academic programs include a BA/BEd(Native Teacher Education) program, a BA(Indigenous

Learning) and a proposal to offer the program at the honours level, a Native Nursing Access program which is a pre-professional entry year to prepare students to enter the BSc(Nursing) program, a Native Access to Engineering program, a general access to Arts and Science program, a minor program in Native Languages and the Native Language Instructors' Program.

A Sub-committee is working on the development of special admissions criteria for Native students for the School of Social Work at McMaster.

Nipissing University has developed an affirmative action admission program for designated groups including visible minorities. The University is currently working on Education projects with ONECA and the Moose Cree Education Authority, and has instituted affirmative action admissions programs for aboriginal students applying to all undergraduate programs.

University of Toronto's Woodsworth College's Millie Rotman Shime Pre-University Program enables students who have been away from formal education for some time to bridge the gap between their prior secondary education and the requirements of first year university courses. A majority (60%) of the students are women, with many landed immigrants and visible minorities students also being admitted. There is an increasing number of aboriginal students as well, and a number of students with disabilities.

Pre-University Mathematics, offered by the University of Toronto, attracts many students who received their secondary education in Africa, the Middle East or the Far East. Pre-University Canadian Studies appeals to aboriginal students (the aboriginal experience is one of the five study topics) and landed immigrants (the immigrant experience is another of the topics, as is women's issues.) Moreover, landed immigrants, often from visible minorities, can be found in English Literature and Canadian History. In English an attempt is made to include literature of the Commonwealth and in History, and issues surrounding the African-Canadian population, aboriginals and women are taught. In 1993-94, a provostial grant to the Pre-University Program made possible a series of Ethnocultural Initiatives seminars for instructors and students. Thus far, seminars have been held on "The Aboriginal Experience of Education" and "The Immigrant Experience in Literature". Forthcoming is "The Diversity of Canadian Studies". Woodsworth's goal is to enhance the curricular offerings so as to interest minority students and make their Pre-University education more meaningful while maintaining academic standards.

The admission selection process for all undergraduate programs at Toronto includes consideration of individual circumstances. Divisional admission committees look carefully at cases where physical or learning disabilities have affected a student's academic performance. Special Services to Persons with a Disability frequently provides expert advice.

For the 1992-93 academic year, the Faculty of Education instituted a "Minority Students' Acceptance Program". Students wishing to apply on this basis were notified of the opportunity to do so through a notice on the Ontario Universities' Application form. in addition, applicants contacting the Dean for counselling purposes were also advised of the opportunities of the program. fifteen students applied for this program and fourteen were accepted. The Faculty is currently re-examining this newly initiated program and exploring the need for support services for the students enroled therein.

York's Faculty of Education's Access Initiative for aboriginal people, people of colour, people with refugee backgrounds and persons with disabilities admitted approximately 80 students last year, about 50 to the concurrent program and 30 to the consecutive program. Students from all four areas were admitted. The consecutive program has already graduated some of its "access" students.

ii. CLIMATE AND SUPPORT

In 1994 an Administrator of Aboriginal Services and Programs was hired by Nipissing University to assist in the recruitment and retention of aboriginal students.

At Queen's Faculty of Arts and Science, the Advisory Committee on the Status of Women has focussed over the last seven years on "chilly climate" issues, specifically looking at retention strategies for women faculty members; recruitment; and the possibility of developing more flexible procedures to accommodate unconventional career patterns.

The Faculty of Applied Science at Queen's has a reputation for strongly supporting women in engineering and enjoys a higher percentage of women engineering students than the other large schools in Ontario. The first-year female enrolment in the Faculty of Applied Science at Queen's is 27.8% for 1993-94 and 25.5% in all four years.

The role of "Special Assistant to the Dean" at Queen's was developed and filled in March 1988 to support and encourage women in engineering. The special assistant is involved in: contact with first-year women; bringing female visitors to Queen's under the Principal's Visiting Women Scholars program to provide female role-models; meetings to encourage third- and fourth-year undergraduate women to consider graduate studies and an academic career; training for the orientation leaders on gender issues and equal and fair treatment, personal safety, etc; school liaison to promote careers in engineering to young students; and general support for students.

The Faculty of Medicine at Queen's has been proactive in providing opportunities for leadership training for senior women faculty, encouraging women faculty to take leadership roles in academic medicine and improve the climate for women students. The Faculty has provided financial assistance for attendance at the Association of American Medical Colleges professional development seminar for senior women in medicine.

The First Nations Services Coordinator at The University of Western Ontario has developed a number of programs designed to either provide a more supportive learning environment for students and/or raise awareness and sensitivity. A dedicated meeting place for First Nations Students is among these initiatives.

The Committee of Women in Engineering, established in 1990 at The University of Western Ontario, is mandated to undertake activities that will increase the representation of women students and women professors in the Faculty of Engineering Science. The Committee has developed a calendar of events aimed at supporting women students. An orientation barbeque is organized for women frosh to meet with senior women Engineering students for networking possibilities and to increase the comfort level for this minority group (presently at 16% enrolment). A Homecoming Lunch/Alumnae involves fourth-year graduating class Engineering students, and women graduate students who are invited to meet returning alumnae to network, hear about the real world, employment possibilities, etc. The Committee also holds a special Year End Dinner, organized for all years. Tables are arranged to have at least one practising women engineer present to talk to the women students. A question/answer period covering all aspects of a professional career is part of the evening's activities.

The Special Needs Office at the University of Windsor has published an *Access Guide* for students, staff, and faculty as well as disability-specific brochures to assist faculty in accommodating students with disabilities. Students can participate in workshops which include job searching/interview skills, career

counselling, and learning/study skills. These presentations are also available in a one-on-one format. The Office provides specialized exam accommodations for students unable to function effectively in the regular testing situations, and also a link-up system for special needs students who need notetakers and/or tutors. The Special Needs Office has hired a second-year law student to assist learning disabled students with the technical side of essay and assignment writing and we are in the process of hiring a learning disabilities specialist.

A Computer Annex in the Leddy Library at Windsor is also operated by the Special Needs Office. It houses seven personal computers, two notebook computers, software, and access equipment for the blind and visually impaired, hearing impaired, learning disabled, and mobility impaired. The Special Needs Office is also involved in disability-awareness-raising activities for our local community as well as the university community on campus.

iii. SELF-IDENTIFICATION SURVEYS

At Carleton, a Self-Identification Educational Equity Survey is in the planning stage. It is anticipated that the survey will be conducted via telephone, utilizing the phone-in teleregistration process.

The University of Guelph began using a student profile form to supplement the application form for undergraduate admission in 1992. High school applicants are invited to complete a profile if they believe their grades will fall below the admission cut-off for the program to which they have applied. Admissions Committees admit a percentage of applicants below the cut-off based on a combination of grades and information included on the profile form.

A survey of students to determine a profile of attitudes and behaviours has been conducted at Lakehead and is currently being analyzed. The survey of faculty is currently underway and the survey of staff will follow in the Fall 1994.

The University of Ottawa has established a working group on student self-identification. The working group will make recommendations on: the content of a questionnaire ("target groups", formulation of questions, statement on educational equity, reasons for self-identification, etc.); standard questionnaire (one questionnaire for the whole University); the cost and the logistics associated with the production and distribution of questionnaires and the data analysis; and different types of data and statistical analyses which are related to the self-identification.

CUEW and York University's Administration have developed the survey form for a proposed equity survey of all graduate students. The survey will include questions about membership in designated groups, funding, access to teaching and other assistantships, access to academic and non-academic support services, and general work and study conditions. A similar survey will also be sent to all part-time faculty. The plan is to distribute the survey in the Fall of 1994.

A proposal for an educational equity survey is being developed at Western, in response to the 1993 report to Senate by the Ad Hoc Committee on Educational Equity.

V. ACADEMIC PROGRAMS

i. BUSINESS

The Management Development Program for Women, a non-credit program offered by the School of Business at Carleton, last year gave 55 women the opportunity to develop their management skills in a supportive, all-female class. It is designed for women in management or pre-management positions in both the public and private sector.

A Summer Institute for Aboriginal Administrators was held in July 1993 at Carleton. With two Elders in attendance, thirty participants from across Canada completed an intensive week-long program of group work, skill development and interactive learning. The courses were delivered in modules and the topics covered included negotiation skills, human resource management, community options, and accounting and financial management.

Queen's School of Business has established a Gender Issues in Management course which commerce students may take as their ethics elective. The Executive-In-Residence program has sought out women executives to provide a role model to women students.

The University of Toronto's Faculty of Management offers a seven-week evening certificate program in Entrepreneurship for Women.

ii. CANADIAN STUDIES

Carleton's School of Canadian Studies has a Women's Studies stream leading to a Master of Arts degree.

The Canadian Studies Program offered by University College at the University of Toronto has two new courses on aboriginal issues. In addition, there is a proposal to expand the program to include courses offered jointly with various departments in areas related to the experience of such historically-marginalized groups as racial and sexual minorities.

iii. EDUCATION

Lakehead University has offered a Native Teacher Education Program since 1974. The program is a four-year concurrent BA/BEd program. A community-based initiative which is directed to mature students with relevant classroom experience is being offered in three remote reserves in Northwestern Ontario. The program offers the BEd component of the BA/BEd degree program and allows students to obtain a valid teaching certificate at the primary/junior level. The first students to complete the program graduated in June 1994 in a special ceremony in Sandy Lake, 600 km north of Thunder Bay.

At O.I.S.E., a new course on "Examining the Teaching/Learning Process From An Aboriginal Perspective" was offered this year, co-taught by an aboriginal student, Eileen Antone, and an O.I.S.E. professor, Dr. Peter Gamlin.

At Queen's University, a program for Native teacher education leading to an Ontario Teaching Certificate and a Bachelor of Education degree or diploma has recently been developed, in consultation with representatives of the Native community and Trent University. At present 45 part-time students are enroled at off-campus centres in Moosonee and Moose Factory.

The School of Physical and Health Education at the University of Toronto offers a number of courses dealing with the equity groups in physical activity in Canada. These are intended to help students from these groups see their own experiences reflected in the curriculum, and to prepare all students for the challenge of gender and multicultural inclusion they will face in their professional obligations. The entire practical program in physical activity leadership is designed to meet this objective and includes courses in Cooperative Games, Dances of the World, Games of the World and Physical Activity for Special Populations designed to expose students to activities and games outside the popular sports of the abled, Euro-Canadian mainstream.

iv. ENGINEERING

AUTOEXPLORATION is a Saturday morning event at The University of Western Ontario where cars donated by auto wreckers are brought in for women Engineering students unfamiliar with things mechanical. The students are provided the opportunity to tear apart cars under the tutelage of practising women mechanics from the community. The purpose of this event is to raise their confidence level in lab events.

v. HEALTH AND LIFE SCIENCES RELATED

The Nursing program at McMaster has had a policy since 1988 of providing up to three places in the program for self-identified Native students who do not meet the regular admissions criteria. Two students have been offered admission under this policy; most self-identified Native applicants meet the regular criteria.

At Queen's University, increased flexibility in the Life Sciences degree programs, particularly the introduction of the Major specialization, has made this "discipline" more accessible to part-time students. This was a consideration when planning curriculum changes. It should benefit single parent students.

In 1992 the Department of Family Medicine in the Faculty of Medicine at Queen's University developed a curriculum for an optional third year program in family medicine in aboriginal health. This curriculum was developed after wide-spread consultation with aboriginal communities and non-aboriginal health providers. It demonstrates an open stance on the part of the Faculty of Medicine towards aboriginal health issues.

In 1992 the Department of Family Medicine in the Faculty of Medicine at Queen's introduced an optional third year educational program in family medicine training in women's health. This was the first in Canada and has attracted wide-spread interest. The initiative has contributed towards defining Queen's as a place which has a welcoming attitude towards women and their concerns.

The Occupational Therapy Division at the University of Toronto offers a course in Fundamental Principles which stresses multicultural issues.

The University of Toronto's Faculty of Pharmacy offers a fourth-year elective "First Nations Health and Healing", which includes guest instructors from aboriginal communities, is open to aboriginal students in other divisions of the University, and alumni.

vi. HISTORY

Carleton's Department of History is developing a PhD program in Women's History.

vii. LANGUAGE

For the second year in a row, the Centre for Applied Language Studies at Carleton has offered an introductory Cree language course. At least four times throughout the year the students practice conversational Cree in practical settings.

The Native Language Instructor's Program is offered in the summer each year at Lakehead and draws up to 250 students. The program has three certificate or diploma components: Native As A First Language (NAFL), Native As A Second Language (NASL) and the Native Language Teacher's Certification (NLTC). The purpose of the program is to increase the number of Native language teachers who have an understanding of the structure of the languages, pedagogical principles, and basic methods and techniques for teaching.

viii. LAW

The first year curriculum offered by the Faculty of Law at the University of Toronto includes a mandatory first-year perspectives course which includes lectures and discussions on race and cultural difference and feminist analysis of law. Upper year students can enrol in a wide variety of courses addressing race, culture, aboriginal issues, gender, sexuality, human rights and employment equity. Instructors in all years regularly address aboriginal issues as well as matters touching on race and cultural difference.

At York University, Osgoode Hall Law School has launched a "First Nations Land, Resources, and Government Program."

ix. NATIVE STUDIES

Carleton has established an interdisciplinary approach to graduate work in Northern and Native studies as a special area of scholarship leading to the degree of Master of Arts within the School of Canadian Studies. Applicants for the Master's Program must normally hold an Honours B.A. (or the equivalent), with at least high second class standing. However special consideration for admission to the degree program is given to Native peoples or northerners who do not meet the formal requirements but who have extensive knowledge of the north or of native peoples, and who have a demonstrated ability to do university work at the graduate level.

Laurentian University has a solid history of interaction with the Native People in the region through its Native Studies Program and the Native Human Services Program, the latter being unique in North America.

The Indigenous Studies Program at McMaster continues to grow, and will be offering a full set of courses in the coming year, as part of a minor concentration that will allow the participation of students in other bachelor's degree programs.

At the University of Toronto, a new Minor Program in Aboriginal Studies will be available beginning in 1994-95.

x. SOCIAL WORK

Carleton's School of Social Work is offering social work courses in two First Nations communities: Kitigan Zibi and Kahnawake.

Every compulsory course will include content with a strong Native component in Laurentian's proposed Master of Social Work.

In 1993, field instructors from the Faculty of Social Work at the University of Toronto participated in a workshop, on Anti-racism, Multiculturalism and Native Issues (AMNI) in practice and supervision. A subcommittee of racially diverse field instructors has been formed to plan a series of AMNI educational events to ensure that students have exposure to these issues and to incorporate AMNI competencies in evaluating field practice education. Field instructors and teaching faculty jointly participate in these events to ensure continuity between the class and the field. At present, there are 30 practicum opportunities with AMNI specific content for graduate students. It is intended that AMNI curriculum be delivered through specialized courses and through the integration of AMNI content into all courses, toward the eventual development of an integrated approach to help students in attaining ethno-cultural competence in their social work practices.

xi. WOMEN'S STUDIES

Carleton's Institute of Women's Studies was re-named the Pauline Jewett Institute of Women's Studies on October 1, 1993, "in memory of Pauline Jewett's social activism, feminism and commitment to social justice, equality and inclusiveness". The Institute places Jewett's commitments into an academic context not only with regard to sexism, but also other kinds of discrimination such as homophobia and racism. After a thorough consultation process with associated students and faculty, a second year core course "Gender, Race/Ethnicity and Class" was added to the Women's Studies Program requirements. A fourth year seminar on "Indigenous Women's Issues" is also being offered.

The Women's Studies Program, established at Laurentian in 1980, offers a wide variety of courses on an interdisciplinary basis. The purpose of the program is to enable students to focus on issues of human concern raised by the feminist movement. In September of 1993, Laurentian, with Ryerson and McMaster, offered Ontario's first Midwifery Program.

At Nipissing University, various courses dealing specifically with women's issues have been developed.

The Women's Studies Advisory Committee at the University of Windsor is developing a proposal to expand the current certificate program into an interdisciplinary degree program.

VI. AWARDS & SCHOLARSHIPS

i. GENERAL

Queen's University offers a scholarship in association with the John Brooks Community Foundation and Scholarship Fund, in recognition of the work of Dr. John Brooks, QC, LLD (Queen's 1992). The majority of the students associated with the Foundation are drawn from the black community although it is open to all students. The Foundation aims to motivate students to achieve academic excellence, to give

students an awareness of their importance to society and to encourage students to work harder toward their desired goals.

The University of Toronto National Admission Scholarship Program annually recognizes twenty truly outstanding students from secondary schools across Canada. The students are selected on the basis of exceptional academic achievement, breadth of interest, intellectual enthusiasm and contribution to the school and community. Over the past four years, the majority of the finalists in each year have been members of the designated equity groups, with representation from all four groups. Although it was not developed specifically for this purpose, the University believes this program demonstrates that educational equity can be achieved without in any way compromising excellence.

In 1992, the University of Windsor initiated a program of Academic Career Awards for Designated Groups. The awards, which provide $10,000 annually for the completion of doctoral or other terminal degrees in designated disciplines, are designed to increase the proportion of underrepresented groups among the University of Windsor faculty. Candidates must have a degree from the University of Windsor and must be a member of one of the designated groups. They must also be Canadian citizens or have permanent resident status. Because the recipients are expected to teach at the University for at least three years upon completion of their degree, their nomination and selection are subject to Senate Bylaws on appointments and must come from the designated academic areas. Areas selected to nominate candidates for the awards are based on the University's equity goals, current positions and anticipated retirements. Currently there are four people receiving these awards.

ii. DISABILITY AS QUALIFYING CRITERIA

In conjunction with the University of Ottawa, La Cite Collegiale, and Algonquin College, Carleton University established the Dr. John Davis Burton Award. Dr. Burton, who died in 1992, was Carleton's first Learning Disabilities Coordinator. The Award is presented annually to a student in good standing who has made a significant contribution toward awareness, equality and integration of persons with disabilities within the Ottawa-Carleton educational community.

iii. FAMILY RESPONSIBILITIES AS QUALIFYING CRITERIA

The Queen's Arts and Science graduating class of 1994 is funding an endowment which will support bursaries for single parents.

The School of Graduate Studies at Queen's University offers two graduate fellowships to part-time students. Dean's awards have also been opened to part-time students. These moves are intended to benefit those balancing family responsibilities and graduate work.

iv. RACE AS QUALIFYING CRITERIA

An annual O.I.S.E. scholarship has been set aside for an aboriginal student.

The Lorraine Roche Memorial Bursary was established at O.I.S.E. to provide financial assistance to female students from Africa and the West Indies who possess potential for service to education upon return to their native countries.

At Queen's, the Dean of the School of Graduate Studies has established awards for aboriginal students worth $7,000. The School is beginning a concerted advertising effort across Canada.

The Alma Mater Society (the student government) has established two awards valued at $3,000 a year for four years for aboriginal students entering Queen's. A bursary specifically designated for an Inuit student is also available.

The Dean of the School of Graduate Studies at Queen's University has established awards for racial minority students worth $7,000. Students must be a Canadian citizen or landed immigrant applying to a graduate program at Queen's. The School is undertaking a concerted advertising effort in university and colleges across Canada.

At the University of Toronto, under the auspices of the Policy on Student Awards, a number of divisions have established special scholarships and bursaries for aboriginal and black students. At the University level, there are two major scholarships intended to recognize academic achievement and contribution to the student's community. These are the President's Award for the Outstanding Native Student of the Year, given in consultation with the Office of Aboriginal Student Services and Programs, and the Dr. Anderson Abbott Award, given in consultation with the Black Business and Professional Association.

For Applied Science and Engineering at the University of Toronto, financial support from the Provost's Ethnocultural Academic Initiatives Fund will be made available to assist native and non-native students with expenses for fourth-year thesis research projects linked to the needs of First Nations.

v. REGIONAL SETTLEMENT AS QUALIFYING CRITERIA

The University of Toronto offers the Honderich Awards program which provides scholarships for two disadvantaged students from Regent's Park-Cabbagetown in each year of their undergraduate program. The students are identified during the transition years or in early secondary school through consultation with schools and with the Cabbagetown Community Arts Centre, and are then provided with counselling and tutoring while they complete secondary school. Although these awards are not limited to members of the designated groups, we expect the majority of recipients to come from those groups.

York's Faculty of Arts has dedicated bursary and scholarship money to students from the Westview family of schools, in particular "Steps to Arts" participants.

VII. ACCOMMODATION

i. BUILDING IMPROVEMENTS

During the summer of 1993, a second accessibility audit was conducted of the Carleton campus, updating the Accessibility Report that was completed three years ago. The audit facilitates the work of the Dedicated Access Fund Committee which sets priorities for annual physical accessibility projects for the campus (such as automatic door openers, renovating washrooms, installing accessibility packages in elevators, and so on).

On February 17, 1994 a new accessible elevator was officially opened in Carleton's library. It links the main floor of MacOdrum Library to the tunnel system, greatly improving the accessibility of the library

and all the buildings around the "Quad". The new construction has also provided a barrier-free ramp from the Quad into the library.

The Committee on Campus Accessibility at the University of Guelph is charged with responsibility for assessing the accessibility of the campus to people with disabilities, identifying a priority list of access problems to be resolved, recommending solutions to these problems and assigning responsibility for implementation of those solutions. The Annual Report of the Committee on Campus Accessibility (November 1992) details projects completed to improve accessibility which amount to in excess of $100,000. The Committee continues to meet throughout the year to act on opportunities or to formulate timetables for modification of those facilities which continue to be inaccessible, or inappropriately accessible.

In addition to the activities of the Committee on Campus Accessibility, the Department of Student Housing Services has increased the number of barrier-free housing units for students with disabilities and the Centre for Students with Disabilities has submitted a grant proposal to Guelph Rotary to provide twelve more accessible rooms and an attendant care program on campus. The Planning Department now instructs architects of new projects that more than the minimally acceptable level of accessibility (i.e. strict adherence to building codes) is expected by the University in their designs and all new campus maps include up-to-date information on campus accessibility.

Nipissing University's Special Needs Office has recently supported its library's acquisition of an optical character recognition system with CD-ROM and compatible large print, scanning and speech synthesizing capabilities through the National Library of Canada. Other initiatives include a campus physical accessibility report, dedicating a specially adapted computer with assistive software for the student computer lab. The Nipissing University Special Needs Advisory Committee exists to review and recommend services and accommodations related to student-focused disability issues.

Queen's has supported several renovation projects to improve physical accessibility to older buildings, and has developed a strategy for prioritizing future accessibility projects. The Faculty of Law is pursuing renovation of their building to improve physical accessibility for students with disabilities, and the Faculty of Education has put in a new ramp.

Students at Queen's have raised money through the Alma Mater Society Accessability Task Force are funding renovations to an historic building which houses the Queen's Student and Community Services Group. Additional assistive technology has also been funded by this student government group.

There have been a number of recent capital projects intended to improve access at the University of Toronto. Townhouse residences at both the Erindale and Scarborough campuses include rooms designed to meet the needs of students with disabilities. The new Innis College residence on the St. George campus, which is due to open in the fall of 1994, has been designed to be barrier-free and to include devices such as strobe-light alarms for various physical challenges. In addition to twelve rooms designed for persons using wheelchairs, there are two two-bedroom units for persons who require full-time attendant care.

At Trent University, Kerr House has undergone major renovations to ensure accessibility. Access to Wenjack Theatre, the main lecture hall, has also been improved as part of the COIW project.

The University of Western Ontario's University Students' Council continues to levy a special student fee to provide funding for access projects.

The Wilfrid Laurier University athletic complex and the dining hall are now accessible for people with mobility impairment.

The Women Centre at Wilfrid Laurier University was moved to a more central and accessible location on campus.

ii. ALLOCATION OF SPACE AND/OR TIME

In December 1993, the Colonel By Child Care Centre moved into its new campus building at Carleton University. The new facility has spaces for 10 infants, 15 toddlers, and 32 preschool children.

During the academic year, Counselling and Student Life Services at Carleton is open evening hours for counselling appointments and drop-in for students who are unable to come during the day.

The University of Toronto's Department of Athletics and Recreation has established a Task Force on Gender Equity with a mandate to develop a plan of action to achieve gender equity in a wide range of aspects of athletics. These include facilities, equipment, safety, programming, scheduling and accessibility, governance, and employment policies and practices. It is the department's policy to ensure that recognition is available to both men and women on an equitable basis. The women's changing rooms in the Hart House athletic facility have been improved in the interests of both equity and safety. The Scarborough campus plans to develop a co-education fitness training program.

A review of the Athletics Department at Wilfrid Laurier University resulted in a recommendation for gender equality in Laurier-supported athletic events and teams, and a more gender inclusive division of resources within the department.

At York University, students have been allocated space in McLaughlin College and have received official approval for their association, "The First Nations and Aboriginal Students Association."

VIII. SPECIAL SERVICES

i. SERVICES TO ENHANCE THE LIVING ENVIRONMENT

At Carleton University, the Vice-President Academic's Student Services Committee has agreed to embark on a review of student services utilizing an "Educational Equity Audit Checklist" prepared by the Equity Coordinator.

The Carleton University Students' Association (CUSA) recognizes that non-traditional students are an important part of the Carleton community. The Mature and Part-Time Students' Centre is mandated to serve the unique needs of all non-traditional students. Services provided by the Centre include: an Emergency Hotline for reaching students on campus in case of an emergency; a March Break Daycare which is free to students; a small resource library; a quiet, smoke-free study room; seminars and workshops; a lounge; and several social events during the year.

The Campus Mediation Centre at Carleton provides free and confidential mediation service using the peer co-mediation model to students, faculty, staff, and members of the local community (as these members may have some relationship to the University, for example, as landlords). Most of the Centre's mediation service activity involves on-campus problems, often in the residences and with some frequency between groups rather than individuals. The mediation service is used as an option in human rights complaints and appeals processes within the University. Associated with the mediation service are related activities such as training (for the peer mediators as well as on-campus offices, individuals and groups), consultation, class presentations, and presentations to administrative groups for educational purposes.

Carleton University's International Student Advisor and the student-run International Students Centre organize an annual orientation session for international students. The International Student Advisor provides pre-arrival information to students, cross-cultural counselling, and information on finances, health and immigration. The International Students Centre offers cultural activities and educational seminars, and publishes a newsletter. Students have the opportunity to meet in a drop-in lounge, where magazines and newspapers from various corners of the world are housed.

The International Student Centre at the University of Toronto promotes and supports international education and intercultural interaction and communication. In addition to its historic role with international students, the Centre intends to respond to the needs of any students challenged by issues of cultural difference.

The University of Guelph owns and operates a child care centre with 109 spaces and provides care for infants, toddlers, preschoolers and kindergarten age children. Users of the centre include University students, staff and faculty, as well as members of the wider community. The centre's usual operating hours are 7:30 a.m. to 5:30 p.m., Monday through Friday. On a trial basis, the centre has offered extended care to its clients during examination periods, however, the service has been under-utilized.

Child-care is available on all three University of Toronto campuses, including a new drop-in service on the St. George campus designed to meet student needs. Support groups for students who are sole-support parents have been developed by both New College and Woodsworth College.

The University of Toronto's Faculty of Social Work's First Link program connects new students with other students who have identified themselves as members of the equity groups.

In 1989, the President's Advisory Committee on Campus Child Care (PACCC) was formed to examine child care needs at The University of Western Ontario. The PACCC proposal became inactive in 1990 because of lack of funding. Included in the original proposal was securing space in the UCC expansion for a flex child care facility. In 1993 the PTMSA conducted a market survey and found that there was a need for a child care service outside of the conventional full-time day nursery or nursery school. It was agreed upon amongst the student governments that the USC would operate the service. Discussions followed with the Ministry of Community and Social Services whom recommended that this project be associated with a recognized agency, Western Day Care Centre. An agreement was made that WDCC would operate the UCC Flexible Child Care Centre in cooperation with the USC opening September of 1994. The UCC Child Care Centre will provide for the parents a flexible daily program for short term care. Licensed care is offered for children ages 18 months to 5 years. The Centre can accommodate 16 pre-schoolers and 5 toddlers during each block of time. The children will be cared for by qualified Early Childhood Educators with years of experience with young children.

Materials from the University of Windsor's Sexual Harassment Office are sent to all new full-time faculty and the Sexual Harassment Officer participates in the orientation seminar in September on an ongoing basis. Sexual harassment brochures are being distributed to all members of the University community, paying particular attention to students in residences as the majority of cases have originated from this group. A plasticized, wallet-sized safety card which identifies various helping agencies, both on and off campus, along with their telephone numbers, is being distributed regularly. This card is advertised as being available across campus and is also included in "Head Start" packages, placed in residence mail boxes and is personally mailed to faculty and staff as well as being distributed at the Health Fair held in October. Students who are making presentations to their classes are encouraged to use the Resource Library at the Sexual Harassment Office and are given use of books and videos as well as being provided with handouts for their classmates. Each department has a Resource Guide that lists materials available to faculty, staff and students.

ii. ACADEMIC SUPPORT SERVICES TO IMPROVE THE SUCCESS OF NON-TRADITIONAL STUDENTS

The Ottawa-Hull Aboriginal Student Support Services Network organized a three-day Aboriginal Student Orientation Weekend in September 1993 for Carleton students. Activities included a circle with elders, panels on academic and urban survival skills, storytelling, a city bus tour, and a bonfire and corn roast in the country at a Native Artists' Retreat. An Aboriginal Student Handbook providing academic, social, and cultural information was distributed.

Carleton's Institute of Canadian Studies hired Wilfred Peltier, a Carleton M.A. graduate and Odawa elder, as an educational and spiritual adviser and elder-in-residence on Native issues and culture in the fall of 1993.

The Paul Menton Centre for Persons with Disabilities at Carleton has established a Volunteer Program to provide educational support services to students with disabilities (for example, student assistants, notetaking, reading, scribing, and library assistance). The Centre recruits and trains counselling interns and practicum students wishing to gain experience in working with students with disabilities. New students with learning disabilities are given an extensive orientation workshop/seminar at the beginning of the academic year. Study skills workshops for students with learning disabilities are offered throughout the semester. The Learning Disabilities Program also recruits and provides training for upper level students to work with students with learning disabilities.

Carleton's three-room Study Centre for Persons with Disabilities provides a study environment with adaptive technology and is open during regular library hours. Transcriptions of course material to tape, braille or large print are available to all students requiring this service.

In January 1994 ITV premiered a 12-program Study Skills Series designed to assist Carleton students in their learning activities. Topics in the series include note-taking, essay writing, active reading, and stress management. Guest lectures and video materials are included in the weekly presentations. The tapes are also available for loan through the library. This series complements the Study Skills Program that is offered through Counselling and Student Life Services. The Study Skills Coordinator periodically publishes articles in the monthly *This Week at Carleton* supplement "About Teaching and Learning".

Carleton's Writing Tutorial Service offers free, individual instruction on all aspects of writing. The service consists of individualized tutorials, supplementary workshops on style, mini-courses on the principles of academic writing in general, and seminars on the finer points of discipline-specific writing.

Carleton Library's Contact Person for Disabled Students provides individual guided tours of the building, services and instruction to CUBE (the on-line catalogue), and to the reference collection.

Lakehead's Native Support Services Department provides a broad range of services to promote the success and well-being of Native students while attending the University. Services include student orientation, academic, financial and personal counselling, tutorial services, student advocacy, social support, cross-cultural awareness programs, native community liaison, and career and employment counselling. The Native Student Centre provides a meeting place for students from which a variety of social and cultural programs are run. These include the Elders-in-Residence Program, the Healing Circles programs, a tutoring program, and the organization of social events and pow-wows. The Aboriginal Management Council (AMC) operates as a forum for discussion and provides direction on a wide variety of programs and services offered to aboriginal students by the University.

Laurentian University offers a series of teleconferenced workshops each year during the fall term to provide non-traditional students with information on writing essays, preparing for examinations, time and stress management, etc. These sessions are available to students throughout Northeastern Ontario.

McMaster University began a comprehensive service for students with disabilities in 1988. Currently, the Office for Ability and Access (OAA), part of the Equity and Access Centre, services approximately 300+ self-identified students. The growth rate of students served over the last five years has been in excess of 45% per year. The OAA provides support services, resource referral and advice for applicants, students, faculty members and the community on process and policy issues related to the University and students with disabilities. The OAA also acts as an advocate for student issues related to educational equity on an individual student needs basis, as well as the University as a whole.

To assist students in achieving their education, the McMaster Office for Ability and Access provides a complete alternate media centre in the Mills Library. In addition, fully accessible computer work stations containing voice synthesizers, scanners, braille printers, Closed Circuit Televisions (CCTV) and larger print software are installed in each of the major computer work areas throughout the University. On-going improvements and additions are made yearly to meet the needs of all special needs students.

At McMaster, the Committee for Women in Engineering has surveyed all women in the Faculty, sponsored workshops on "chilly climate" issues and developed mentoring programs like "Big Sisters" and the "Girl Talk Club".

An extensive student support program of volunteer note-sharers exists at Nipissing. Scribes, readers, peer tutors and examination accommodation services are provided on an individual basis.

With annual increases in enrolment of students with disabilities, Services for Students with Disabilities has focused on finding innovative ways of ensuring that students' needs are met and on fostering collaboration with other departments at O.I.S.E.

In August of 1992, the Queen's Faculty of Law initiated an Education Equity Program directed primarily at women, aboriginals, visible minorities, and persons with disabilities. The program is designed to

provide a more comfortable learning environment for disadvantaged students. A half-time Director of Education Equity provides academic and personal counselling for equity students, acts as a link to other Queen's services for disadvantaged students, and arranges for tutoring for students who need special academic assistance. This equity program has been very successful in assisting disadvantaged students to make the adjustment to the rigorous demands of legal education.

Queen's University has established an Aboriginal Council which is the principal source for providing assessment and guidance with respect to aboriginal programs and services. It reports directly to the University's Senate and Board of Trustees.

The Special Readers' Room at Queen's is staffed by a full-time librarian who assists students to access print materials more easily with assistive technology and provides a Volunteer Reader Service and translation of text to disk for those students who have visual impairments or learning disabilities. A full-time Learning Disabilities Specialist provides psychological testing, counselling and support for students with learning disabilities, and the Information Access Specialist assists students with low vision in utilizing non-visual technologies.

Whenever prominent women scientists visit Queen's, an effort is made for them to have lunch with women in the fourth year of Biochemistry of Life Sciences, and with graduate students in the Basic Sciences. This is very effective, it gives an insight into the challenges which lie ahead and how they can be dealt with. The feed back has been very positive. This event happens no more than once a year. It is supported by Alumni donations to the Life Sciences program.

Queen's has also established a variety of services for students with disabilities. The Special Needs Office has a full-time Coordinator and two support staff to administer initial needs assessments and implement accommodations, including alternate exam arrangements, computerized and manual notetakers, equipment loans, tutoring, counselling, and faculty and community liaison.

An innovative computer program developed at Queen's could soon be helping hundreds of hearing-impaired university students across North America. Called "C-note," the program makes university lectures more accessible to the hearing impaired by permitting two-way communication between the student and a hearing "notetaker" on two linked laptop computers. The hearing-impaired student who helped develop the program is on his way to McGill to start his PhD.

The Office of Aboriginal Student Services and Programs at Toronto offers culturally supportive services including personal and academic counselling, tutoring, native housing, cultural seminars, an Elder-in-Residence program, a native resource library and financial assistance. Hart House, together with the Native Students' Association, has established a purification lodge at the Hart House Farm.

Creation of the Aboriginal Education Council at Trent University has ensured the provision of advice/assistance regarding aboriginal education. In addition, Trent has an aboriginal counsellor and a traditional (native) person in residence. An aboriginal reading room created in the library.has also been established.

The Office for Services for Students with Disabilities at The University of Western Ontario has been in place for a number of years. Special funding from the Ministry of Education and Training has allowed the expansion of services such as an on-campus van to assist students with mobility problems. An Adaptive Computing technology Centre has been created to provide a range of services and access to

specialized equipment. The Computer Braille Facility continues to provide services to students at Western and other institutions.

Wilfrid Laurier University has created an "Office of the Ombudsperson" to deal with Human Rights complaints and inefficiencies within the Laurier campus.

The University of Windsor has established an Aboriginal Education Council and looks forward to hiring an Aboriginal Education Counsellor in the near future. The Counsellor will have responsibility for undergraduate and graduate students who are of aboriginal descent and will work closely with the Council and with the deans of Continuing Education and Student Affairs.

An Academic Writing Centre was established at the University of Windsor two years ago to work with part-time and full-time students who wish assistance with writing assignments and oral presentation. Staff of the Centre provide a range of writing workshops, tutorials, and personal services to students including the diagnosis of writing proficiency. It has also begun to work directly with several departments. This facility is critical to non-traditional students who are either returning to university or beginning their university career.

Osgoode Hall at York University has hired a part-time visiting Elder for their students, and negotiations are under way to increase her time to accommodate the needs of students in all faculties. In the next few weeks there will be discussion concerning dedicated support services, academic and non-academic, for aboriginal students.

iii. SERVICES TO EDUCATE THE BROADER COMMUNITY ON EQUITY GROUP ISSUES

Carleton's Coordinator for the Status of Women's work includes counselling and referral and, in conjunction with the half-time Human Rights Educator, conducts educational workshops on sexual harassment, violence against women, and homophobia and organizes and sponsors events to mark December 6th and International Women's Day.

The student-run Women's Centre provides a drop-in centre for women at Carleton. It houses an extensive resource library open to all students which includes an updated referral list of services in the Ottawa area, as well as directories of women's organizations.

The Teaching and Learning Resource Centre, established two years ago at Carleton, supports efforts to enhance teaching and learning in all faculties at both the graduate and undergraduate levels. The Centre collects and makes available printed materials on teaching and learning, including materials on curriculum transformation and teaching students with disabilities and other special needs. The Centre produces a four-page monthly supplement in *This Week at Carleton*.

In 1994, in conjunction with the Student Union, a Women's Resource Centre will be developed at Nipissing.

The Women's Centre for Studies in Education at O.I.S.E. continues to offer multi-media resources and consultative services to the broader educational community on women's issues. In addition, it has hosted the tenth annual Popular Feminism Lecture Series.

O.I.S.E.'s Indigenous Education Network, a group of students, faculty and staff working in native education issues continues to meet once a month to discuss native educational issues and lend support to the creation of a joint Native/O.I.S.E. council. The creation of this council, which will co-operate in joint research and study initiative has been two years in the making. The agreed upon terms of reference for these joint educational ventures between the Native Council and O.I.S.E. is currently before O.I.S.E.'s Board of Governors.

The University of Ottawa's Faculty of Medicine has just opened its Office of Gender Issues. Dr. Yvonne Lefebvre, first director of the Office, conducted a two-year study on Gender Issues in the Health Sciences and Medicine Faculties. This study and its recommendations led to the creation of the Office.

Queen's Coordinator for Special Readers' Services in the Library and the Study Skills Counsellor visited the University of Karsruhe, Germany, to study and review the COMETT Project. This project was developed in 1987 to allow blind and partially sighted students to successfully pursue university studies in Industrial Engineering or Computer Science; subject areas which were previously inaccessible to them. It is anticipated that aspects of this program could be adapted for use by special needs students at Queen's. These include converting mathematical symbols and scientific notation into code which can be printed out in braille or read by a voice synthesizer; producing tactile graphics; and expanding the library's current scanning program. These initiatives will enhance the learning environment and increase the academic success of students at Queen's who are blind or have low vision.

Since 1988 the Faculty of Medicine at Queen's has had a Standing Committee on Women's Issues. This committee has been responsible for examining issues of gender equity amongst undergraduate and post-graduate students as well as faculty members. The Committee is undergoing a process whereby its mandate will be expanded to include equity issues in general, encompassing gender, race and culture as well as other related areas.

Students at Queen's have raised money through the Alma Mater Society Accessability Task Force for an on-campus American Sign Language course (non-credit) for interested students.

Aboriginal students in Law at the University of Toronto have the benefit of a Native Student Advisor, a member of the faculty whose role is to provide whatever assistance is possible in academic or personal matters. The Advisor also acts as a clearing house for information of particular relevance to aboriginal students.

The video *The Chilly Climate for Women in Colleges and Universities*, produced by The University of Western Ontario in 1991, has been distributed to over 260 universities, colleges, government agencies, school boards and private-sector organizations in Australia, Canada, france, great Britain, India, South Africa and the United States. A proposal for a new video on backlash is being developed, in cooperation with Fanshawe College and the Centre for Research on Violence Against Women and Children.

The Office of the Vice-President: Academic in conjunction with the Special Needs Office at Wilfrid Laurier has established a Learning Disabilities Advisory Committee.

IX. SAFETY

In February 1994 the Carleton's Department of University Safety created a position of Crime Prevention and Support Services Officer. The Officer's responsibilities are primarily to plan, develop and deliver a wide variety of campus crime prevention and public safety programs. A weekly column, *"Security Briefs"*, is published in the student newspaper, the *Charlatan*. In May 1993, the Department of University Safety initiated a Bike Patrol that operates between April and November.

The Carleton Foot Patrol, a two-person campus escort and patrol service, is staffed by student volunteers. It operates 7 nights a week, 8 p.m. to 1 a.m., September to April. Permanent signs announcing the Footpatrol services will be installed in washrooms and classrooms over the next year.

Carleton's Campus Escort Van Service continues to operate Monday to Friday, from 6:00 p.m. to 2:00 a.m. It is provided free of charge for students, staff and faculty by the Department of University Safety. A concerted advertising campaign has resulted in a large increase of requests for this service.

The Carleton University Safety Poster project received an "honourable mention" from the Canadian Association of University Business Officers (CAUBO). The poster, known by its bright orange colour and yield sign design, is posted around the campus within 48 hours of any incident involving personal safety and to inform the community of up-to-date security and safety issues. The safety poster is a joint initiative of the Department of University Safety, the Students' Association, the Status of Women Office, and Public Relations and Information Services.

With the help of a provincial grant and some monies from Carleton University's annual campaign budget, the Presidential Advisory Committee on Personal Safety has overseen a number of safety improvements to the campus tunnel system--providing improved lighting and better directional signs, painting over murals, removing lockers, and installing mirrors and emergency telephones. In the fall of 1993 the Committee's focus shifted to the outside landscape. It has selected three "designated pathways" to connect the central campus to the parking lots and bus stops. Lighting will be increased, emergency telephones installed, bushes trimmed, and/or mirrors installed as needed along these "designated pathways".

Carleton University has also installed emergency telephones in computer labs, the corridors of the science buildings, and the stairwells of the parking garages. The phones are automatically routed to campus security.

Carleton Library conducted a Library Safety Audit and submitted a Report to the community in May 1993. A safety audit of parking facilities was held in the fall of 1993. The Students' Association conducted its annual Safety Audit in February 1994.

In May 1993, to address growing concerns about personal safety, the University of Guelph's Building Security Committee selected the consulting firm Metro Action Committee on Public Violence Against Women and Children (METRAC) to design and put into action an audit process for building security and safety. Building users themselves conducted the building audits and a final report that will include information on potential hazards and recommendations is expected in 1994. The audit will be the foundation for the development of a University campus-wide security plan which will introduce a defined way of dealing with security issues in each building.

The Ministry of Education and Training's Women's Campus Safety Initiative grant supported a survey of faculty, staff and students at Guelph to determine their current perceptions of campus safety in Fall 1992. This survey was an important step in the process of determining how safe the University is regarded as a place in which to work, study and live, identifying those areas requiring improvement. Findings were published in the University's newspaper *At Guelph* and were the foundation for Safety Awareness Committee recommendations to enhance campus safety.

At Laurentian University, there have been three Campus Safety Audits conducted with recommendations made to appropriate University committees for implementation including improved lighting, emergency phones, the Campus Walk-Home Program, etc.

Safety improvements have been a focus of efforts on many parts of the McMaster campus. Parking and transit have added video surveillance to two lots, and have upgraded the emergency telephone system. The Inter-Residence Council held a campus-walkabout and came up with a number of recommendations that are being implemented.

O.I.S.E. used its portion of the Ministry of Education and Training Safety grant money to provide locks for student study areas, purchase walkie-talkies for persons studying and working in the building after-hours, and installed an emergency button in a sequestered area of the library.

The Student Walk Home Assistance Team (SWHAT) continues to provide a valuable service to the McMaster community.

McMaster University established a Sexual Harassment Office in 1992. The Office is concerned with ensuring that students, staff and faculty can learn and work in an environment free from sexual harassment. A "Get Smart, Get Safe" campaign was conducted in the winter of 1994. This involved distribution of a Personal Safety Audit Checklist, Emergency Safety Cards and a brochure on Crisis Management. Lunchtime sessions on Dealing with Angry and Aggressive people were well attended and received by front line staff in particular. An Anti-Date/Acquaintance Rape Campaign was held during the fall of 1993 at McMaster.

Nipissing University, in conjunction with the Ministry of Education and Training, has initiated a number of safety programs on campus. These include a campus walk program, whistle campaign, emergency phones, and an annual campus audit as well as public lectures on gender equity.

O.I.S.E. used a portion of the Ministry of Education and Training Safety grant money to publish two pamphlets on women's safety issues.

Two consultants were retained by The University of Western Ontario, using the MET campus safety grant. They provided an education and training program in fall 1993, as well as a training and reference manual, "Make it Safe."

Western's Foot Patrol, the largest and most successful volunteer program of its kind in Canada, currently has over 730 volunteers who (after careful screening and training) provide a safe escort each night from September through April. In 1993-94, the Foot Patrol received awards from Crime Prevention Ontario and the S.W. Optimist Club.

The Western Safety Card is an initiative begun by the Sexual Harassment Office in cooperation with other units providing student services. The card lists the telephone numbers for relevant emergency and service functions within the City of London and the UWO campus. The size of a credit card, the Safety Card was well received by students in 1993-94; it will be provided to all students faculty and staff in 1994-95.

Residences at Wilfrid Laurier University developed self-defence courses available to all students.

With funds from the Ministry of Education and Training for campus safety initiatives for women, and at the request of faculty and students who are studying issues associated with violence against women, the Campus Safety Audit Committee of the University of Windsor purchased a number of resources, including books, theses, and pamphlets for the library and the Womyn's Centre on related topics. It is also producing a library resource guide which will list the various resources available in the library as well as other sources of information on campus and community agencies which provide services for women that have experienced violence. Future plans include placing the resource guide on the electronic campus wide information system so that it will be more readily accessible to students and faculty.

In February 1993, Dr. Daphne Spain of the University of Virginia visited the University of Windsor to present a public lecture entitled *Architecture, Geography and Gender* and to meet with interested faculty, staff and students. this initiative was very well attended. It was supported with funds from the then Ministry of Colleges and Universities and facilitated by the Campus Safety Audit Committee, the Faculty of Engineering, the Office of Physical Plant, the Department of Human Resources, the Department of Geography and Planning and the Humanities Research Group.

X. EDUCATION AND COMMUNICATION STRATEGIES

In November 1993.Carleton's Human Rights Educator coordinated a Campus Visual Audit to assess how the equity designated groups are pictured in (or excluded from) visual materials (posters, photographs, cartoons, graffiti, and so on).

The Personal Safety Committee at Carleton University, in consultation with the Gay, Lesbian and Bisexual Centre is organizing an anti-homophobia campaign for Fall 1994. It will include a speaker and film series. The Gay, Lesbian and Bisexual Centre provides a safe and welcoming environment for students who may be uncomfortable about their sexual orientation or who are "coming out". The Centre offers anti-homophobia and anti-heterosexism workshops to all interested parties in the University community. In February 1994, the Centre's Director, Peter Nogolo, presented a workshop to the Committee of Deans and Committee of Administrative Directors. The Centre also organizes informal discussion groups, academic lectures, and events throughout the year (such as the week-long Bisexual, Gay, Lesbian Awareness Days or BGLAD events) to raise awareness. Last year the Centre made a video, "Out on Video", which was shown during Frosh Week.

Carleton's Office of the Status of Women has produced a 1993-94 version of *The Search for Childcare: A User's Guide for Staff and Students at Carleton University*. With the help of a provincial grant, the Status of Women Office hired a Date Rape Prevention Education Coordinator for Summer 1993. A volunteer student Peer Educator Team, housed in the Status of Women Office, facilitates workshops and makes classroom presentations on date rape prevention.

In October 1993 Carleton's Faculty of Engineering organized an international panel and discussion on "Women in Science/Engineering: The Atomic Energy Sector".

In January 1994 Carleton's Centre for Aboriginal Education, Research and Culture held a week of First Year Anniversary Celebrations. Activities included: a panel discussion on "Antagonising Academia"; a film presentation of *Kanehsatke: 270 Years of Resistance* with Alanis Obomsawin; a lecture by Dr. Beatrice Medecine on indigenous women's studies; and a pow-wow.

The Art Gallery continues to showcase works of aboriginal artists, including "niya nehiyaw: Crossfires of Identity," a show by renowned Cree artist Gerald McMaster, a Carleton University graduate student. In March 1994 an exhibit celebrating the achievements of Inuit women artists, "Patiently I Sing", opened at the University Art Gallery. On November 4, 1993, Cree playwright Tomson Highway presented a lecture on "Rebuilding Strong Communities: Aboriginal Self-Government".

A number of events were organized at Carleton to highlight Black History Month in February. For example, the MacOdrum Library presented "Roots of Black Canadians", a literary exhibit highlighting the material within the library collection as well as additional material on people of African-Canadian descent. CKCU devoted an entire broadcast day to Black History Month. The student newspaper, the *Charlatan*, published two Black History Month supplements.

Interest in curriculum transformation has been increasing at Carleton, with a number of lectures, panels and discussion sessions over the past year (for example, "Re-Placing the Canon: Old and New Knowledges in the Contemporary University"; "Reflecting the Student Body: Towards a Pedagogy of Diversity"; "Antagonising Academia"; "Reaching the Men: Exclusion and Inclusion in Feminist Teaching"; "Beyond Resistance to Acceptance: Diversity in the Classroom").

The University of Guelph Secondary School Advisory Council brings together members of the University and guidance counsellors from school boards in southwestern and central Ontario twice each year to discuss issues of mutual interest and concern. The meetings in May and December of 1993 were devoted to educational equity issues. The basis of discussions at the May meeting was a report on educational equity prepared by the University's Student-Environment Study Group and the December meeting focused on specific issues.

Guelph's Centre for Students with Disabilities distributes an Access Awareness Report annually which outlines the previous year's events designed to heighten awareness of disability issues. Events include faculty forums, employment seminars and workshops on specific disabilities which are organized and presented with active participation by students, faculty and staff. These events are also intended to remind members of the University community of our individual and collective responsibility to respect, support and assist in ensuring that the rights and opportunities of all individuals with disabilities are upheld.

From October 1992 to March 1993, an ad hoc Access Awareness Committee sponsored a series of events designed to educate members of the University of Guelph community about disabilities and campus accessibility. Activities included: a seminar on employment opportunities for in-course and graduating students with disabilities organized by Career Services; an Access Awareness Day incorporating a showcase of programs designed to enhance access, career opportunities and employment equity at the University; a seminar on teaching students with learning disabilities; and a showing of *Children of a Lesser God* followed by a discussion with a representative of the Canadian Hearing Society.

Discussions with University Communications are currently under way to adapt the *Access for Disabled Students* guide as a supplement to the University of Guelph's Campus Map which offers minimal accessibility information. This guide will identify entrances to buildings, washrooms and elevators accessible to individuals with mobility impairments, the location of parking spaces for the disabled, emergency phones and curb-free routes for individuals in wheelchairs in a descriptive format.

Extensive use has been made of the videotape, *The Chilly Climate for Women in Universities and Colleges*, to raise awareness and promote discussion about the environment for women at the University of Guelph. The video has been viewed and discussed by various groups including the Board of Governors, senior and middle level administrators, faculty, staff and students.

At Lakehead University, the Anti-Racism Committee is working to recognize, acknowledge and promote racial and cultural diversity and to present a welcoming, inclusive environment on campus to members of minority groups. A program of education and awareness has included public speakers and a panel of faculty, staff and students as a forum to debate racism issues. Promotional literature and materials are being reviewed and employment opportunities for minority students on campus identified.

The Women's Studies Advisory Committee at Lakehead University sponsors a successful series of noon hour lectures entitled "Works in Progress - Research Presentations" and a public evening guest lecture series around the theme "Women in Science". The group is actively involved in curriculum development in Women's Studies and in supporting women in non-traditional areas. In this regard, a science mentoring program has been implemented to increase retention rates of women Canada Scholars.

At Lakehead University, the Status of Women Committee continues to sponsor its lunch time speakers series on a variety of topics such as Women in Science and Academia and Women Adventurers - The Role of Risk-taking. An annual memorial service is held December 6th to commemorate the women killed at Ecole Polytechnique.

Students at Lakehead University are very supportive of women's issues as evidenced in their continuing sponsorship of the Gender Issues Centre. Education activities include acquaintance rape workshops, an "activities against violence" information fair, a film festival, a "take back the night" campaign and a guest lecture series.

At Laurentian University, the President's Ad Hoc Committee on Race Relations has hosted speakers and educational sessions on campus. The Committee will be making recommendations concerning long-term anti-racism strategies for the University.

A student-developed play (from The University of Western Ontario) titled "Aux Faux" was very successful when presented at McMaster University. Performances of an anti-sexist comic were also sponsored and a program to train and support peer educators to facilitate workshops to end date rape was initiated.

The Special Needs Office at Nipissing University has developed a comprehensive *Accessibility Handbook for Students with a Disability*, available in alternative format.

The Women's Centre for Studies in Education at O.I.S.E. has hosted a lunch time series in which both in-house and visiting scholars presented workshops and works-in-progress. The Women's Resource Centre also hosted Canada's first Jewish Feminist conference. Another is planned for the coming year.

The O.I.S.E. Caucus Against Sexual Harassment has delivered numerous harassment workshops for community, church groups and schools and has sold hundreds of copies of their *What to do in a sexual harassment emergency* posters worldwide.

O.I.S.E. hosted a conference on Critical Issues in Native Education and plans another one next year.

A forum on Educational Equity and Anti-Racism was held at O.I.S.E. The Employment Equity Commissioner, Juanita Westmoreland-Traoré spoke and panellists Helen Breslauer from OCUFA, students from O.I.S.E. and the Assistant Director, Academic responded to her talk.

O.I.S.E. staff, students and faculty took part in an Educational Equity Audio Conference. The purpose of the audio conference was to provide an exchange of information on educational equity, with particular reference to self-identification surveys for students; and equity admissions policies or programs.

The Anti-Racist Network, a group of faculty, staff and students, continues to meet at least once a month at O.I.S.E. to promote anti-racist studies, and to provide resources, information, support, educational materials on issues of racism and other oppressions. The Anti-Racist Network organized lecture events, film showings, social events and educational fora. This year the co-ordination of anti-racist initiatives was included in the job description of the Equity Co-ordinator.

At Queen's University, the Faculty of Arts and Science widely circulated an Inquiry which solicited opinions and recommendations regarding faculty-wide actions to promote awareness of racism. Each department was encouraged to undertake a systematic reassessment of its curriculum in this regard following which a number of recommendations were adopted by Faculty Board. Among the initiatives in the process of being implemented: an elective, interdisciplinary course on race and racism; a program of speakers on racism and non-Eurocentric topics; and workshops on racism for faculty and teaching assistants.

In its general workshop for incoming graduate students, Queen's School of Graduate Studies and Research provides information on university policies and procedures to ensure students will know what steps to take if they feel they have suffered difficulties due to gender, race, sexual orientation. Guidance about behaviour to each other and towards undergraduates they teach is also offered. A similar section is provided in the workshop for faculty coordinating graduate studies in departments.

Queen's University has a Dean of Women whose mandate includes monitoring the University's climate for women, climate including both academic and non-academic factors. There is also a Visiting Women Scholars Program to bring distinguished women to campus, particularly in disciplines which do not include a lot of women faculty.

The Principal's Development Fund at Queen's sponsored a conference entitled, "Teaching Men, Teaching Women: Gender Influences of Academic Roles", in November 1993. This was a cross-faculty teaching forum to heighten awareness and provide skills for academics in their roles as teachers, administrators and researchers.

The University of Toronto's Faculty of Applied Science and Engineering has expanded the name and function of its Committee on Community Affairs to include Gender Issues. As well as providing advice to Deans and Chairs, the Committee will monitor workshops on gender sensitivity.

The Women in Science Committee of the Faculty of Arts and Science at the University of Toronto provides a support group for female science faculty and students, primarily through a series of forums and informal monthly luncheons.

The University of Toronto Alumni Association has provided funding for a booklet designed to increase awareness of the experience of students with special need.

In 1993, a Circle of Life symposium was co-sponsored by the University of Toronto's School of Graduate Studies and the Economic Development Board of the Office of the Chiefs of Ontario. Approximately 300 participants from government agencies, industry, native associations, universities, environmental agencies and members of the public heard presentations by Elders and traditional teachers. Based on the success of the symposium, discussions are being held concerning the establishment of a Centre for Aboriginal Studies.

Recent services provided by the Human Rights Office at Trent University include the production of an educational brochure on harassment and the organization of information sessions for students and monthly human rights forums. The Office also advertises TVO programs that have a human rights/equity slant. On a monthly basis, the Office selects programs and prepares a handout for all faculty, students and staff. The Office has also organized a drama group called "Actfor", which wrote a play on human rights to increase awareness in the Trent community.

The Office of Student Affairs at the University of Waterloo has published *Destination Waterloo*, a handbook for international students. This outlines the services and programs geared especially to the needs of international students and includes, for example, temporary accommodation for new students, orientation to the University and the community, English tutors, English conversation classes, TOEFL preparation classes, etc.

The Office of Services for Disabled Persons at the University of Waterloo is currently updating the handbook *Guidelines for Faculty and Teaching Staff* which provides faculty members with some practical suggestions for the instruction of students with various disabilities. It also makes faculty members aware of the difficulties faced by these students and answers questions on how to accommodate their disabilities without compromising the learning experience. Also being updated is the handbook *Student Accessibility Guidelines and Information Handbook* which acquaints students with the provision of services they will require from various areas on campus, as well as with the physical accessibility of campus routes and buildings.

The University of Waterloo, in partnership with the University of Toronto, and the Ontario Ministry of Energy and Environment, is producing a video entitled "The Story of the Android". The video is a science-fiction fantasy, rich in symbol and metaphor, aimed at stimulating both children and adults to explore their perceptions of science and its relationship to human values. It is supported by a transcript and discussion materials for 7-12 year-old students, and for adults.

The Race Relations Office at Western has undertaken education and training initiatives, often in cooperation with others within the university community. Particularly successful was the staging of an original anti-racist production by Aux Faux Theatre, a London theatre group headed by a Western graduate. The work, "The Same as You," was commissioned by the Race Relations Office and was viewed by over 500 students who participated in the 1993 First Year Orientation Program. The production was also staged at some of the affiliated colleges and university residences during Western's Diversity

week. Each performance was followed by discussion between audience and cast. The play will be used in the 1994 orientation program and will become a permanent part of Student Orientation Leader Training.

The DART (Date Acquaintance Rape Awareness Teams) Program at The University of Western Ontario is a cooperative program which uses students as the primary trainers and facilitators on this issue. In 1993-94, seven co-ed teams delivered presentations to over 4,000 students in university residences, to volunteers with the Western Foot Patrol, and at meetings sponsored by local fraternities and sororities.

Western's President's Standing Committee for Employment Equity sponsored a talk by Susan Addario, the Personal Safety Officer at the University of Toronto on the theme of "Personal Safety as an Equity Issue."

Lunch hour seminars sponsored by the Committee of Women in Engineering at Western bring in speakers, not necessarily women, but often so, to discuss interview skills, professional engineering careers, etc.

The Student Life Co-ordinator at Wilfrid Laurier University developed a series of plays and special events to promote awareness of safety issues for students on campus. A brochure entitled *Women's Safety* was produced and distributed to all first-year students.

Wilfrid Laurier University's African Student Association hosted a speaker series for Black History Month.

The Office of the Dean of Students in conjunction with the Wilfrid Laurier Student Life Co-ordinator included a day-long International Student Orientation program in the university orientation week; developed a series of cultural awareness days, anti-racism programs and "Say No To Violence" programs for students.

Laurier's Women's Centre has recently begun publishing a weekly column in the student newspaper.

The Wilfrid Laurier University Faculty Association Women Caucus, WLU Men Opposed to Violence Against Women and the Office of Instructional Development organized a conference for faculty and teaching graduate students entitled "Towards Gender and Race Inclusive Education". The conference addressed gender and race inequities in the classroom and the curricula.

In celebration of International Women's Day, the Laurier Lecture Series sponsored Dr. Sandra Pyke speaking on "The Gendered Academy: Issues of Equality and Equity" for faculty, staff and students.

In March 1993 a seminar entitled "Sexual Harassment on Campus: Individual and Institutional Liability" was presented at the University of Windsor by Malcolm J. MacKillop, a Toronto employment lawyer and recognized expert on the topic of sexual harassment. In June of this year a workshop entitled "Creating a Bias/Harassment Free Workplace" was presented by Marlene Nappa, an expert in Management Training.

In January of 1993, the Windsor's Faculty of Engineering arranged two seminars to discuss the recommendations included in the report by the Canadian Committee on Women in Engineering called *More Than Just Numbers*. The Employment and Educational Equity Coordinator and Professor Leigh West, Faculty of Law, were invited to facilitate the discussion. The facilitators first met with the female engineering students to hear their concerns, suggestions and/or recommendations regarding the climate issues of their faculty. A report of this session, including some of the students' comments, was submitted to the Dean of Engineering. In preparation for the faculty workshop, the Dean requested that faculty

members organize two-person teams to prepare a short commentary on the recommendations of the Canadian Council of Women in Engineering. To facilitate discussion in this session, the video production *Inequity in the Classroom*, produced by the Office on the Status of Women of Concordia University, was shown.

The "Faculty Resource and Awareness Guide: Teaching Students with Disabilities" was distributed to all full- and part-time faculty and teaching assistants this year at York University.

York's Career Services published *Jobability: the Directory of Government and Community-Based Career Planning, Job Search and Job Placement Services for University-Educated People with Physical Disabilities.*